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# A Study to Determine the Contribution of Laboratory Training to Student Activities in Auburn High School

Howard Conway Webb III  
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A STUDY TO DETERMINE THE CONTRIBUTION  
OF LABORATORY TRAINING TO STUDENT ACTIVITIES  
IN AUBURN HIGH SCHOOL

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A Thesis  
Presented to  
the Graduate Faculty  
Central Washington State College

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education

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by  
Howard Conway Webb III

August 1969

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## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS USED

An important part of the education which a student receives while in high school is derived from his involvement in extra-curricular activities. In the past few years, this writer has witnessed an apparent decline in student activity involvement at Auburn High School. It was believed that the absence of a written rating instrument to evaluate the activity program and the lack of formal leadership training of student officers and leaders were contributing to the apparent decline.

#### I. THE PROBLEM

The purposes of the study are (1) to develop a practical rating scale to evaluate the activity program, and (2) to determine the contribution of laboratory training to student activities in Auburn High School. This study was conducted at Auburn High School during the 1968-1969 school year.

The objectives behind the student activity program are to meet the social, recreational, and emotional needs of the student, develop individual responsibility, concern for others, and are usually self directed. The program attempts to develop individual, small group, and entire school participation, democratic leadership and followership abilities. The administration and staff at Auburn High School were concerned with the deterioration of interest in student activities because of the effect on student morale,

attitudes, social development, tradition, understanding, and conduct in school situations.

An attempt has been made in this study to show that the use of a written rating instrument to evaluate the student activity program and the instruction of students in the responsibilities and techniques of leadership were positive forces in increased student interest and involvement in the student activity programs.

## II. DEFINITIONS OF TERMS USED

Involvement. Involvement is defined as meaning the participation in voluntary activities sponsored or sanctioned by the Associated Student Body.

Extra-curricular. Extra-curricular is defined as meaning supplemental to the academic courses and earning no credit toward graduation.

## III. LIMITATIONS OF THE STUDY

This study has several limitations. First, the study was limited to and conducted at Auburn High School during the 1968-1969 school year. A second limitation was that the study was restricted to the leadership training of fifteen student officers and the evaluation of the activities program by those officers, selected faculty members, and administrators.

## IV. HYPOTHESIS

The general hypothesis of the present study was that the training of student officers in leadership techniques and respon-



sibilities, and the evaluation of the student activity program would make a positive contribution to student activities in Auburn High School.

## CHAPTER II

### REVIEW OF THE LITERATURE

The program of the modern comprehensive high school is one of dual purpose promoting two broad educational purposes, class activities, and non-class activities. The identification of one as extra-curricular activities does not adequately describe its importance when proper time and attention is given to the role it plays.

H. D. McKnown (16:5) states, "Two or three decades ago activities could be defined by the schools easily as extra curricular because they were apart from the school curriculum and promoted by students entirely." He points out that currently new destinations such as semi-curricular, co-curricular, excular, and parallel-curricular are being suggested as a result of definite teacher responsibility within activity programs, but that administrators have found that the old designations of extra-curricular still stick because the implied relationships are so well known.

In his book, *The Third Curriculum*, Robert W. Frederick refers to the broader meaning of curriculum as ". . .all activities in the student's day having educational value" (10:454). He takes the position that activities are an essential part of American Education and therefore form a separate curriculum--the third curriculum.

The secondary school must serve a dual role. It must contribute to the development of basic citizenship beliefs and skills and also promote the individual's unique abilities. Although both functions contribute ultimately to the same goal, a better society, they are not always cultivated by the same process or experience, and the school must organize its program to further both ends (26:1).

J. Lloyd Trump, in his writings about extra-curricular activities, points out that, "Pupils learn from these activities many things that are important for successful participation in adult life. Human relations can be developed better in extra class activities than in academic classroom" (23:225).

Fundamentally, education exists in the United States to develop citizens who will be able to participate effectively in a society and make decisions which will contribute to a realization of the democratic idea. The basic ideal in the secondary school is that each student must be free to choose the contribution that he will make in the extra-curricular field.

The main point is that there is an increasing interest in utilizing the whole school situation to attain the aims and functions of secondary education. Likewise, there is the recognition that through pupil interests and through satisfying practice in the extra-curricular field, some of these desired ends may be more completely attained for a greater number than through the curricular field alone (10:552).

Faculty, students, and the administration will want to know the facts about participation and non-participation situations in the school. Only after a study and evaluation of the extra-curricular program is conducted can the staff and students know what reforms must be accomplished.

Benedict suggests evaluation is the weakest part of our co-curricular program and that one of the educational objectives is

". . .to provide for the pupils the conditions needed for their fullest development, conditions which tend to make the pupils integrated, well-adjusted participants in constructive social activity" (4:61-2).

Dr. Calvin Grieder comments that high school students' attitudes and suggestions are useful to have on such matters as discipline, student government, the scope of the activity program, the budgeting of activity funds, social events, and standards of conduct (12:227).

Grace Graham suggests the need for evaluation and reappraisal of schools' activity programs (11:16).

G. C. Anderson states, "The extra-curricular program should be evaluated at periodic intervals so as to meet the needs of the children" (2:226).

Fred B. Dixon points out that there is a need for not more, but better activities in the secondary schools (7:1).

Students should give their own estimates of values received in activity programs through pre and post-check evaluative reports, Albert Mock informs us (17:18).

According to Bennette Kirk Bedford, "A careful, discriminating, and continuous evaluation of the elements of an extra-curricular program is essential" (3:14).

In conjunction with evaluation of activity programs L. R. Crum suggests that two questions be asked. First, has the program been successful in attaining the original objectives? and secondly, what measuring devices can be used to enable school authorities to answer that question? He points out that to find answers to these questions is not an easy thing to do (6:244).

Most authors who write about extra-curricular activities agree that program evaluation is essential, but few suggest any evaluative methods. This writer believes that group evaluation discussions, student and sponsor evaluations, checklists, rating scales, observation, and outside evaluation criticism should help improve activities.

L. R. Crum recommends rating scales. He says, A rating scale is a device that will help make a teacher's or student's subjective estimate more objective. Numerical, graphic, or descriptive rating scales may be devised. The values of a rating scale lie in using them as a measure of change and to find program weaknesses and strengths (6:245).

This writer's research design was devised to evaluate and stimulate the improvement of, understanding of, and effectiveness of the activity program.

## CHAPTER III

### RESEARCH DESIGN AND MATERIALS USED

This study was conducted during the 1968-69 school year utilizing student officers, staff, and administrators. The officers were chosen for the following reasons: (1) Election by their peer group to act in their behalf on matters that pertained to student programs and activities and were given the opportunity to voluntarily be scheduled into a leadership class for which an elective credit was given; (2) The officers were assumed to be representative of the general interest or disinterest in activity programs of the student body.

#### I. RESEARCH DESIGN

The structural design included the presentation of (1) a pre-rating evaluation scale form to selected staff, administrators, and student leaders to determine the understanding of, and the effectiveness of the school activity program; (2) the training of student leaders and officers in a class utilizing National Training Laboratory exercises which included the Communications Exercise using one-way and two-way communication comparing the degree of effectiveness in accurate communications, Agree-Disagree exercises, and the Force Field Analysis exercise to define, analyze and change positive and negative forces on a current condition toward a new goal: and (3) the presentation of the post evaluative forms to the same groups.

## II. MATERIALS USED

The evaluative check list was devised to evaluate and stimulate the improvement of the activity program. The students were asked to react to items on the check list by using a rating scale that ranged from excellent to non-existent, with numerical values of four to zero. The program areas included: General Organization, Current Program, Student Government, Assemblies, School Activities, School Clubs, and Finance and Funding. These areas and the questions were derived from experience in the activity program and utilization of sections of the 1960 edition of Evaluative Criteria for Secondary School Evaluation.

The complete evaluation check list can be found in Appendix A. A sample of the questions asked are stated below as they pertain to each section.

The area I questions dealt with the evaluation of the General Organization of the Activity Program.

- ( ) 4. Each activity has at least one faculty sponsor who has interest in that activity.
- ( ) 8. Students help evaluate the activity program.
- ( ) 13. Provision is made for an activity council to unify the total activity program.

Area II questions were prepared to evaluate the Current Activity Program. The student activity program:

- ( ) 1. Is integrated with and supplemental to the program of studies.
- ( ) 7. Seeks to make each student feel himself a part of the total school life.
- ( ) 11. Provides activities for the variety of interests that individual students have.

Area III questions asked for an evaluation of the Student Government Participation. The student senate (or Council):

- ( ) 2. Is a example of a democratically functioning body.
- ( ) 6. Provides opportunity for any student to run for office who possesses the qualifications stated in the constitution and bylaws.
- ( ) 13. Represents the voice of the entire student body.

Area IV questions were concerned with the evaluation of School Sponsored Assemblies.

- ( ) 3. Assembly programs are planned to meet a wide variety of needs and interests.
- ( ) 5. Students are presented opportunities to preside at assembly programs.
- ( ) 11. Assemblies are held for the student body participation in pre-game "pep" rallies.

Area V questions were presented to evaluate the Social Activities within the school.

- ( ) 4. In the over-all social activities participation of students is encouraged.
- ( ) 10. There are many different types of social activities provided by the social program.
- ( ) 11. Dances are generally well attended by the student body.

Area VI questions were prepared to evaluate the School Clubs.

- ( ) 4. Membership in clubs is voluntary and open to students who are qualified to participate.
- ( ) 11. Boys regularly participate in one or more club activities.
- ( ) 12. Girls regularly participate in one or more club activities.

The final area of the evaluative instrument contained questions that were to evaluate the Finance and Funding of student programs.



- ( ) 2. A general account is kept showing the itemized day-by-day receipts and expenditures and the monthly bank balance.
- ( ) 7. Financial reports or auditing reports are posted or sent to each organization periodically.
- ( ) 11. Students participate in purchasing activity cards.

The National Training Laboratory exercises used in the leadership training class were chosen for the challenge each presented in specific areas. Each of the exercises dealt with an area that was considered to be an important factor in the effectiveness of communications, decision-making, and interpretation of the forces that either help or hinder the attainment of a desirable goal.

The purpose of the One-Way, Two-Way Communication Exercise was to present and demonstrate the difficulties encountered when communicating messages of equal difficulty under different methods and also permit a comparison of the degree of effectiveness of each. The complete communication exercise can be found in Appendix B.

The Agree-Disagree exercise was to provide a decision-making exercise experience and to stimulate discussion of the decision-making process. The Agree-Disagree exercise can be found in Appendix C.

The Force Field Analysis work sheet was presented to define the change goal precisely enough that action could be planned. The Force Field Analysis work sheet can be found in Appendix D.

## CHAPTER IV

### RESULTS OF THE DATA

Two inventory instruments were employed in administering this study. The first of the two instruments, entitled "Statistical Area Summary", was used to summarize statistically the data gathered from evaluating the student activity program prior to the training of student leaders, and a second Statistical Area Summary form was used to summarize statistically that data gathered from evaluating the student activity program after the training period.

The Statistical Area Summary form was designed so that the numerical ratings of the evaluation items could be entered on one vertical line on the form. The ratings were then totaled, and this total was divided by the number of evaluations, or divisor, to obtain the average rating for the particular item or section. The divisor is the number of evaluations minus those marked zero. A sample form may be found in Appendix E.

Each tabulated form furnished a complete accounting of the pre-training and post-training evaluations of extra-curricular activities of each of the seven areas.

Information from the tabulated forms revealed that after training, each area of the student activity program had more participation or better conditions than prior to training, with the exception of Area VII, where the data indicated the decline in participation and condition.

The pre-training result averages for each program area were:

Area I.	General Organization	2.07 average
Area II.	Current Program	1.90 average
Area III.	Student Government	2.29 average
Area IV.	Assemblies	1.88 average
Area V.	School Activities	2.11 average
Area VI.	School Clubs	1.889 average
Area VII.	Finance and Funding	2.448 average

The post-training result averages for each program area were:

Area I.	General Organization	2.22 average
Area II.	Current Program	1.99 average
Area III.	Student Government	2.60 average
Area IV.	Assemblies	2.18 average
Area V.	School Activities	2.30 average
Area VI.	School Clubs	2.22 average
Area VII.	Finance and Funding	2.19 average

The second of the two inventory instruments is titled "Graphic Summary Form." The graphic scales included evaluation ratings of from zero to four, divided into tenths. The lowest rating at the left and the highest at the right. A sample of the Graphic Summary Form can be found in Appendix F.

The average area ratings determined from the pre-training and post-training statistical summarizations were then transferred to the numerical points on the horizontal bars of the Graphic Summary Forms. The pre-training Graphic Summary Form results are presented in Table I. The post-training Graphic Summary Form results are presented in Table II.

Comparison of the pre-training and post-training evaluations of each program area graphically produced clear indications of better participation or conditions in each area after training, with the exception of Area VII, where the data revealed a decline in participation or condition.

TABLE I  
GRAPHIC SUMMARY

By:

Question number or Area Number I - Pre to VII Pre

	Non-existent 0	Very 1 Little	Average 2	Very 3 Good	Excellent 4	5
I or 1	....	....	....	....	....	....
II or 2	....	....	....	....	....	....
III or 3	....	....	....	....	....	....
IV or 4	....	....	....	....	....	....
V or 5	....	....	....	....	....	....
VI or 6	....	....	....	....	....	....
VII or 7	....	....	....	....	....	....
8	....	....	....	....	....	....
9	....	....	....	....	....	....
10	....	....	....	....	....	....
11	....	....	....	....	....	....
12	....	....	....	....	....	....
13	....	....	....	....	....	....
14	....	....	....	....	....	....
15	....	....	....	....	....	....
16	....	....	....	....	....	....



To further illustrate the results, Table III, a line graph of the statistical Area Summary averages, is included.

An examination of the questions of movement in program Area VII reveals an inconsistency with the general pattern of question movement found in any of the other program areas. The results are almost opposite in twenty of the evaluations in thirteen questions. Number one respondent rated the condition four in the pre-training questionnaire, but one in the post-training questionnaire. Respondent number eleven evaluated question number one, four on the pre-training form and two on the post-training form. Respondents two, three, nine, and thirteen rated the participation in the pre-training form with a value of four. The same respondents rated the same question only half as high on the post-training form.

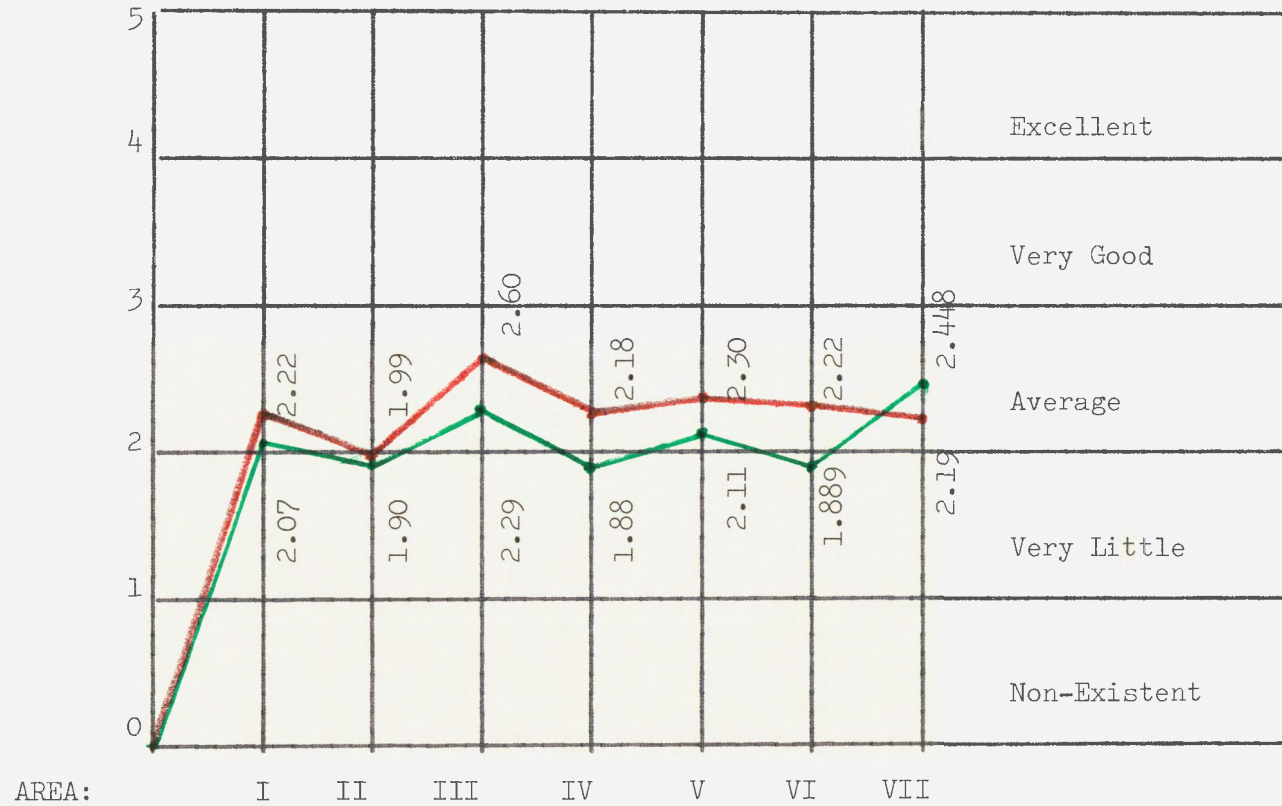
These changes might be attributed to students' beliefs, prior to training, that they had more participation than they did in reality because of regulations governing student program finance and funding.

The seventh section indicates that student evaluators did not indiscriminately rate all the program areas numerically higher, for there were seventy-three ratings lower after training than prior to training.

TABLE III

## LINE GRAPH COMPARISON

(Green Line Pre-test: Red Line Post-test)



## CHAPTER V

### SUMMARY AND CONCLUSIONS

#### I. SUMMARY

The purposes of the study were (1) to develop a practical rating scale to evaluate the activity program, and (2) to determine the contribution of laboratory training to student activities in Auburn High School.

The data shown in Chapter IV seem to indicate that student activity participation and conditions were improved in all program areas except that area which dealt with student program funding and finance.

The results of the evaluations support the view that the presence of a practical rating scale to evaluate the activity program and the training of student officers in leadership techniques and responsibilities made a positive contribution to the student activities in Auburn High School.

#### II. CONCLUSIONS

This writer concludes that the extra-curricular activity program should be evaluated at periodic intervals to learn what has been achieved, discover the strengths and weaknesses, and formulate criteria for the improvement of the program.

Everyone directly affected by the extra-curricular program should be invited to assist in the evaluation of it, and a written evaluative instrument should be used.



A leadership training class should be a permanent part of the curriculum of the school, and elective credit should be given.

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## APPENDIX A

## EVALUATION CHECK LIST

This rating instrument consists of questions to - evaluate and stimulate to improve - the student activity program. The program areas are:

- I. General Organization
- II. Current Program
- III. Student Government
- IV. Assemblies
- V. School Activities
- VI. School Clubs
- VII. Finance and Funding

You are asked to react to the items on this check list by indicating your response through the use of the following rating scale.

4. --Excellent: excellent participation or excellent conditions.
3. --Very Good: very good participation or very good conditions.
2. --Average: average participation or average conditions.
1. --Very Little: very little participation or very little  
(few) conditions.
0. --Non-existent: no participation or non-existent conditions.

\* The evaluator should enter the number selected in the proper space provided at the left of each item.

### EXAMPLE:

- (3) 1. Students help in evaluating the activity program.
- (4) 2. Students running for elective class offices speak before their classmates at an assembly.

The name of the evaluator is not needed. If you want to explain your responses further, use the attached sheet of paper at the end.

## 1. General Organization of the Activity Program

- ( ) 1. The general objectives of the student activity program are formulated by the proper school authorities, with due consideration for the interests and desires of the students.
- ( ) 2. Areas are available within the school for meetings of the various organizations.
- ( ) 3. A calendar of activities is made up and available to students.
- ( ) 4. Each activity has at least one faculty sponsor who has interest in that activity.
- ( ) 5. Faculty sponsors provide guidance and cooperative supervision to students participating in the activity.
- ( ) 6. Students choose the faculty sponsor for that particular club/activity of interest and ask them that as their activity assignment.
- ( ) 7. Provision is made to prevent monopoly of offices by a small number of students.
- ( ) 8. Students help evaluate the activity program.
- ( ) 9. Records are used in the evaluation and improvement of the activities.
- ( ) 10. Student participation in the activity program is strictly voluntary.
- ( ) 11. Boys participate regularly in the activity program.
- ( ) 12. Girls participate regularly in the activity program.
- ( ) 13. Provision is made for an activity council to unify the total activity program.
- ( ) 14. Attention is given to the training of student leaders and officers for the offices to which they are elected.

## II. Current Activity Program

The student activity program:

- ( ) 1. Is integrated with and supplementary to the program of studies.
- ( ) 2. Provides chances for leadership and followership activities.
- ( ) 3. Provides opportunities for students to use their own initiative.
- ( ) 4. Provides students the chance to assume responsibilities.
- ( ) 5. Provides opportunities for students to assist in handling school issues and problems.
- ( ) 6. Fosters and perpetuates desirable school traditions, codes of conduct, and historical observances.
- ( ) 7. Seeks to make each student feel himself a part of the total school life.
- ( ) 8. Seeks to make each member feel a responsibility toward the welfare of the school.
- ( ) 9. Provides membership opportunities to all students on a voluntary basis.
- ( ) 10. Receives active support and encouragement from members of the school faculty.
- ( ) 11. Provides activities for the variety of interests that individual students have.
- ( ) 12. Provides for the discontinuances of outdated or outlived programs and activities.
- ( ) 13. Seeks to orient new or entering students to the variety of activity programs.
- ( ) 14. Provides for change as needs and interests change.
- ( ) 15. Provides opportunities for cooperation between the school and the community.



### III. Student Government Participation

The student senate ( or council ):

- ( ) 1. Provides that all students may participate in a representative form of government.
- ( ) 2. Is an example of a democratically functioning body.
- ( ) 3. Works within the limits clearly defined by the constitution and bylaws and with the authority delegated by the administration.
- ( ) 4. Is provided with faculty or administrative guidance.
- ( ) 5. Is participated in by students who realize their responsibilities for the proper functioning of the organization.
- ( ) 6. Provides opportunity for any student to run for office who possesses the qualifications stated in the constitution and bylaws.
- ( ) 7. Has officers that are elected by the entire student body or representatives of the entire student body.
- ( ) 8. Has elections which are supervised.
- ( ) 9. Assists the faculty and administration in developing school policies with reference to student conduct.
- ( ) 10. Is concerned about the protection and care of school property.
- ( ) 11. Is concerned with other student organizations and activities.
- ( ) 12. Is concerned with student publications.
- ( ) 13. Represents the voice of the entire student body.
- ( ) 14. Works constantly to achieve effective communications within the school.
- ( ) 15. Understands and accepts their responsibilities in the school.

#### IV. School Sponsored Assemblies

- ( ) 1. The school assembly committee and an administrator is in charge of the development and general organization of school assemblies.
- ( ) 2. A faculty member is responsible for the coordination of assembly programs to ensure continuity, appropriateness, and quality.
- ( ) 3. Assembly programs are planned to meet a wide variety of needs and interests.
- ( ) 4. School assemblies are in large part presented by students and student organizations.
- ( ) 5. Students are presented opportunities to preside at assembly programs.
- ( ) 6. Courteous audience habits characterize student behavior in assemblies.
- ( ) 7. Records are kept of assembly programs.
- ( ) 8. Care is taken that all programs are appropriately rehearsed.
- ( ) 9. The emphasis is on student participation in musical programs.
- ( ) 10. Formal ceremonies for such purposes as patriotic commemorations and recognition of student achievement are scheduled assemblies.
- ( ) 11. Assemblies are held for the student body participation in pre-game "pep" rallies.
- ( ) 12. Orient new students to the school and general school policies, student officers, and activities that are available to them.
- ( ) 13. Assembly programs are valuable.

## V. Social Activities

- ( ) 1. Space is available for informal or small-group social activities.
- ( ) 2. Space is available for such activities as school dances, banquets, and sports rallies.
- ( ) 3. Students and faculty cooperatively plan the social programs or activities.
- ( ) 4. In the over-all social activities participation of students is encouraged.
- ( ) 5. Informal games and recreation are included in the social program.
- ( ) 6. Social affairs appropriate to the school are a definite part of the school life.
- ( ) 7. Students are instructed regarding appropriate dress and conduct at various social activities.
- ( ) 8. Opportunity is provided for desirable association of the two sexes.
- ( ) 9. Attention is given to the development of desirable social interests and attitudes.
- ( ) 10. There are many different types of social activities provided by the social program.
- ( ) 11. Dances are generally well attended by the student body.
- ( ) 12. Games are generally well attended by the student body.
- ( ) 13. Banquets are generally well attended by the members of the sponsoring group.

## VI. School Clubs

- ( ) 1. School clubs are organized whenever there is sufficient student interest or need.
- ( ) 2. School clubs that are not meeting the student needs effectively are reorganized or discontinued.
- ( ) 3. Students are acquainted through all available means with the purposes and activities of each club.
- ( ) 4. Membership in clubs is voluntary and open to students who are qualified to participate.
- ( ) 5. Faculty sponsorship and guidance are provided for all clubs.
- ( ) 6. Club activities are related with curricular activities whenever desirable.
- ( ) 7. Clubs provide opportunity for students to develop hobby or leisure interests.
- ( ) 8. Club activities are evaluated periodically by students and faculty.
- ( ) 9. Clubs practice the elements of parliamentary procedure.
- ( ) 10. Students participate in club activities all through the school year.
- ( ) 11. Boys regularly participate in one or more club activities.
- ( ) 12. Girls regularly participate in one or more club activities.
- ( ) 13. Plan short uncomplicated activities which do not require sustained interest over a considerable period of time.

## VII. Finance and Funding of Student Programs

- ( ) 1. A centralized plan for controlling all student activity finances is provided and adhered to by the school.
- ( ) 2. A general account is kept showing the itemized day-by-day receipts and expenditures and the monthly bank balance.
- ( ) 3. Both students and advisors participate in the management of the student activity finances.
- ( ) 4. Students consider the handling of student activity finances as valuable experience.
- ( ) 5. Officially approved forms and accounting procedures are used for the accounting of all funds.
- ( ) 6. The expenditure of student funds provides for an equitable distribution of the funds among the various activities.
- ( ) 7. Financial reports or auditing reports are posted or sent to each organization periodically.
- ( ) 8. Provision is made to audit all funds at the expiration of the term of office of each club treasurer and ASB treasurer.
- ( ) 9. Securing or printing of sale tickets is controlled and under the authorization of some recognized authority.
- ( ) 10. Numerous unrelated money raising drives are avoided.
- ( ) 11. Students participate in purchasing activity cards.
- ( ) 12. Carbonized copies of all financial forms are used, one going to the general file and the other to the organizations file.
- ( ) 13. Students participate in the handling of and accounting for activity finances.

## APPENDIX B

## ONE-WAY, TWO-WAY COMMUNICATIONS EXERCISE

- A. PURPOSE: The two parts of this exercise on communicating in which two messages of equal difficulty are given to your T-Group under different conditions should rather dramatically demonstrate that easier and most frequently used method of communicating to others (one-way) is less productive and more prone to errors than the more time-consuming and frequently unpleasant method (two-way).
- B. INTRODUCTION OF EXERCISE: This exercise will require the assistance of three persons from the T-Group -- a communicator and two observers. One observer will watch the communicator and the other will observe the rest of the T-Group for their reactions, facial expressions, body movements, signs of frustration. At the end of the first part of this exercise the group will be shown the drawing described to them and records of accuracy taken. After gathering this information, and without discussing the exercise further, proceed with the second half.
- C. EXERCISE:
1. PART I, ONE-WAY COMMUNICATIONS DEMONSTRATION.  
Place your communicator behind some opaque object such as a movable chalk board, bulletin board, or easel facing the rest of the group in such a way that he may be easily heard by all but not seen except by the single observer. Give him a copy of drawing No. 1 and ask him to study it carefully.

## One-Way, Two-Way Communications Exercise

Give these instructions to the T-Group: " \_\_\_\_\_  
is going to describe a drawing to you. You are to listen carefully to his instructions and draw what he describes as accurately as you can. You will be timed, but there is no time limit. You may ask no questions of the communicator and you are not to ask questions or offer suggestions to one another. Each person is to work independently on this exercise."

Ask the two observers to note their observations on a sheet of paper for future reference when reporting to the total group at the end of the second portion of this exercise.

Give the signal to begin.

Time the exercise.

Gather necessary information needed to complete top portion of Communications Exercise Record Sheet and then proceed with Part II.

### 2. PART II, TWO-WAY COMMUNICATIONS DEMONSTRATION

"Now we are going to do much the same thing only varying the procedure slightly. This time \_\_\_\_\_ will be in full view of you during the exercise and you may ask him as many questions as you wish, but you may not talk among yourselves. \_\_\_\_\_ is obliged to answer your questions, but will not at anytime be permitted to make any hand signals while conducting this exercise. You will be timed, but there is no time limit. Work as rapidly and accurately as you can."



## One-Way, Two-Way Communications Exercise

Give the communicator drawing No. 2 and allow him a minute or two to study it before starting.

Give the signal to begin.

Time the exercise.

Collect the necessary information needed to complete the Record Sheet.

- D. DISCUSSION FOLLOWING EXERCISE: Have the two observers report. Encourage the communicator and the T-Group members to express their views, feelings, etc., regarding the two parts of this exercise.

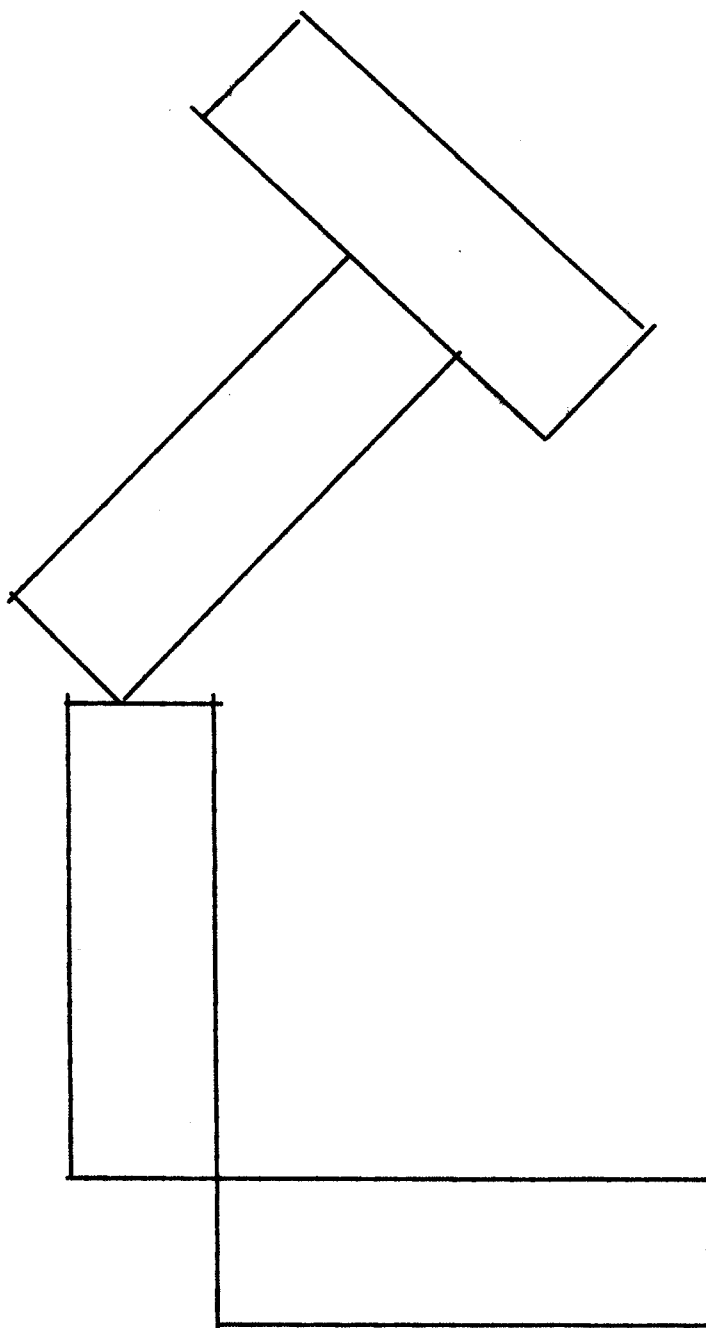
Share with the entire group the results of the Communications Exercises Record Sheet. If your group's experience with these two exercises follow anticipated results we can expect the following:

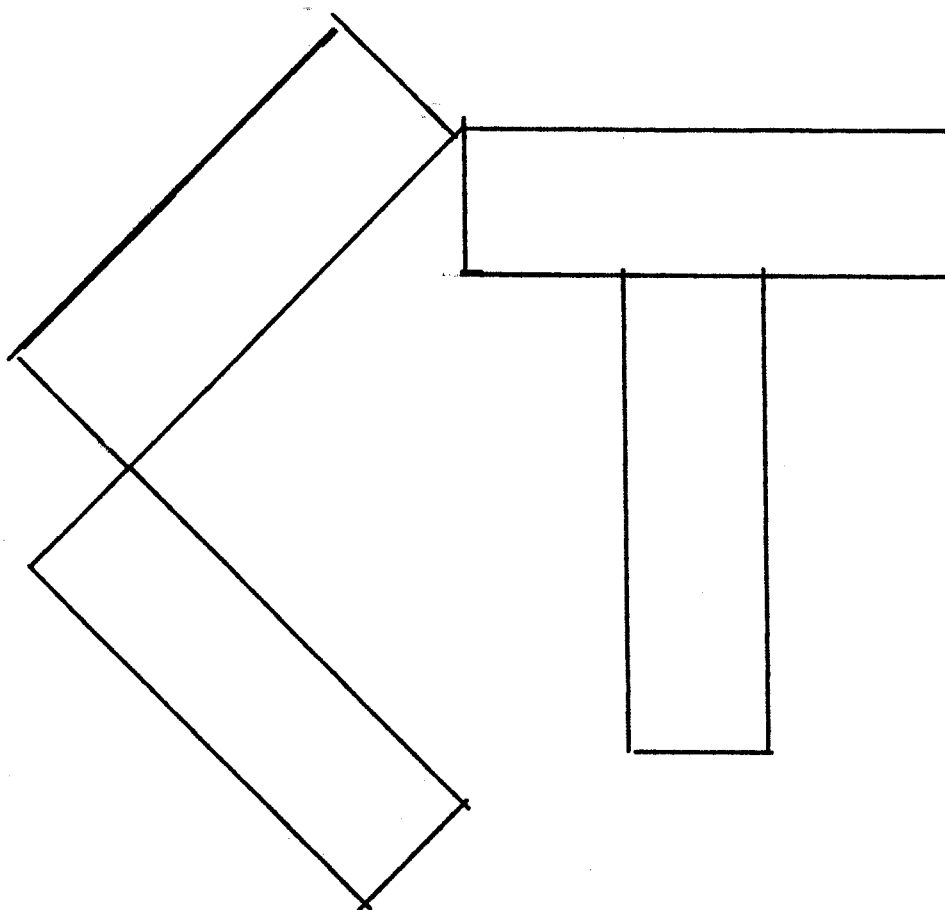
- a. One-way communications exercise -- the task was accomplished more rapidly to the satisfaction of the communicator and usually at the expense of those receiving the message; the results are less accurate; it is a relatively pleasant experience for the communicator and somewhat frustrating to the T-Group members and the level of confidence of the hearer is lower.
- b. Two-way communications exercise -- the task should take considerably more time to accomplish; its results should

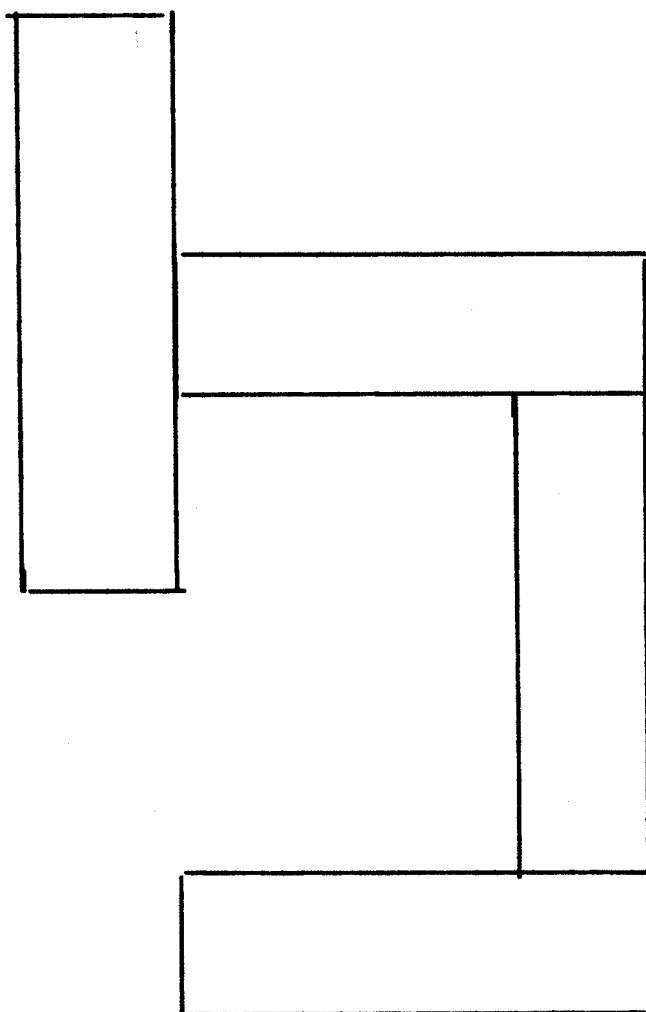
### One-Way, Two-Way Communications Exercise

be much more accurate. It is generally a rather unpleasant and exasperating experience for the communicator and a much more pleasant one for the other group members and the level of confidence is higher.

Discuss what the implications of this exercise are for a local unit officer who must communicate with a great many individuals and groups charged with work assignments and project responsibilities of a local association.







## COMMUNICATIONS EXERCISE

### Record Sheet

#### PART I. ONE-WAY COMMUNICATIONS

ENDING TIME \_\_\_\_\_

BEGINNING TIME \_\_\_\_\_

LAPSED TIME \_\_\_\_\_ MIN. \_\_\_\_\_ SEC. \_\_\_\_\_

NUMBER OF PERSONS GETTING 5 figures correct \_\_\_\_\_ % of total \_\_\_\_\_

4 figures correct \_\_\_\_\_

3 figures correct \_\_\_\_\_

2 figures correct \_\_\_\_\_

1 figure correct \_\_\_\_\_

0 figure correct \_\_\_\_\_

NUMBER OF PERSONS HAVING FIGURES DRAWN OF APPROXIMATELY THE  
SAME SIZE AND SHAPE AS THE EXAMPLE \_\_\_\_\_.

NUMBER OF PERSONS HAVING FIGURES POSITIONED ON THE PAPER IN  
APPROXIMATELY THE SAME PLACE AS THE EXAMPLE \_\_\_\_\_.

#### PARTII. TWO-WAY COMMUNICATIONS

ENDING TIME \_\_\_\_\_

BEGINNING TIME \_\_\_\_\_

LAPSED TIME \_\_\_\_\_ MIN. \_\_\_\_\_ SEC. \_\_\_\_\_

NUMBER OF PERSONS GETTING 5 figures correct \_\_\_\_\_ % of total \_\_\_\_\_

4 figures correct \_\_\_\_\_

3 figures correct \_\_\_\_\_

2 figures correct \_\_\_\_\_

1 figure correct \_\_\_\_\_

0 figure correct \_\_\_\_\_

## Communications Exercise Record Sheet

NUMBER OF PERSONS HAVING FIGURES DRAWN OF APPROXIMATELY THE SAME  
SIZE AND SHAPE AS THE EXAMPLE \_\_\_\_\_.

NUMBER OF PERSONS HAVING FIGURES POSITIONED ON THE PAPER IN APPROXIMATELY  
THE SAME PLACE AS THE EXAMPLE \_\_\_\_\_.

## TWO COMMUNICATIONS EXERCISES

The T-Group leader is to select at random three persons to conduct these two exercises -- communicator and two observers. One will observe the communicator throughout the two exercises and the other will observe the rest of the members of the T-Group. The T-Group leader will maintain careful time records. At the end of the first exercise the group will be shown the drawing described to them and records of accuracy taken. After gathering this information, and without discussing the exercise further, proceed with the second communications exercise.

PURPOSE: These two exercises should rather dramatically demonstrate some of the difficulties encountered when communicating two messages of equal difficulty under different methods and also permit a comparison of the degree of effectiveness of each.

DISCUSSION FOLLOWING THE EXERCISE: Have the two observers report. Encourage the communicator and the other members of the T-Group to express their views, feelings, etc., regarding the two exercises. Review the amount of time used to conduct each exercise and compare the degree of accuracy of each. Discuss what message these two exercises have for the members of the T-Group as they carry out their duties as unit presidents.

Emphasize these major points between the two exercises:

One-Way Communications Exercise -- The task is accomplished more rapidly; its results are less accurate; it is a relatively pleasant experience for the communicator and somewhat frustrating to the group members.



#### A. INTRODUCTION OF ONE-WAY COMMUNICATIONS EXERCISE

Place your communicator behind some opaque object facing the rest of the group in such a way that he may be easily heard but not seen. Give him a copy of the first exercise drawing and allow him a few moments to study it.

Give these instructions: "\_\_\_\_\_ is going to describe a drawing to you. You are to listen carefully to his instructions and draw what he describes as accurately as you can. You will be timed, but there is no time limit. You may ask no questions of the communicator and you are asked to work independently on this exercise."

Ask the two observers to note their observations on a sheet of paper for future reporting to the whole group.

Give the signal to begin.

Time the exercise.

Determine the number of persons getting all four drawings correct, 3, 2, 1, 0.

#### B. INTRODUCTION OF TWO-WAY COMMUNICATIONS EXERCISE

"Now we are going to do much the same thing varying the procedure slightly. This time \_\_\_\_\_ will be in full view of you during the exercise and you may ask him as many questions as you wish. \_\_\_\_\_ is not allowed to make any hand signals while conducting this exercise. You will be timed, but there is no time limit; work as rapidly and as accurately as you can."

Give the communicator a copy of drawing No. 2.

Give the signal to begin.

Time the exercise.

Determine the degree of accuracy.

COMMUNICATIONS EXERCISES RECORD SHEET

EXERCISE NO. 1      ONE-WAY COMMUNICATIONS

ENDING TIME      \_\_\_\_\_

BEGINNING TIME      \_\_\_\_\_

LAPSED TIME      \_\_\_\_\_ MIN.      SEC. \_\_\_\_\_

NUMBER GETTING      4 DRAWINGS CORRECT \_\_\_\_\_  
                                 3 DRAWINGS CORRECT \_\_\_\_\_  
                                 2 DRAWINGS CORRECT \_\_\_\_\_  
                                 1 DRAWING CORRECT \_\_\_\_\_  
                                 0 DRAWING CORRECT \_\_\_\_\_

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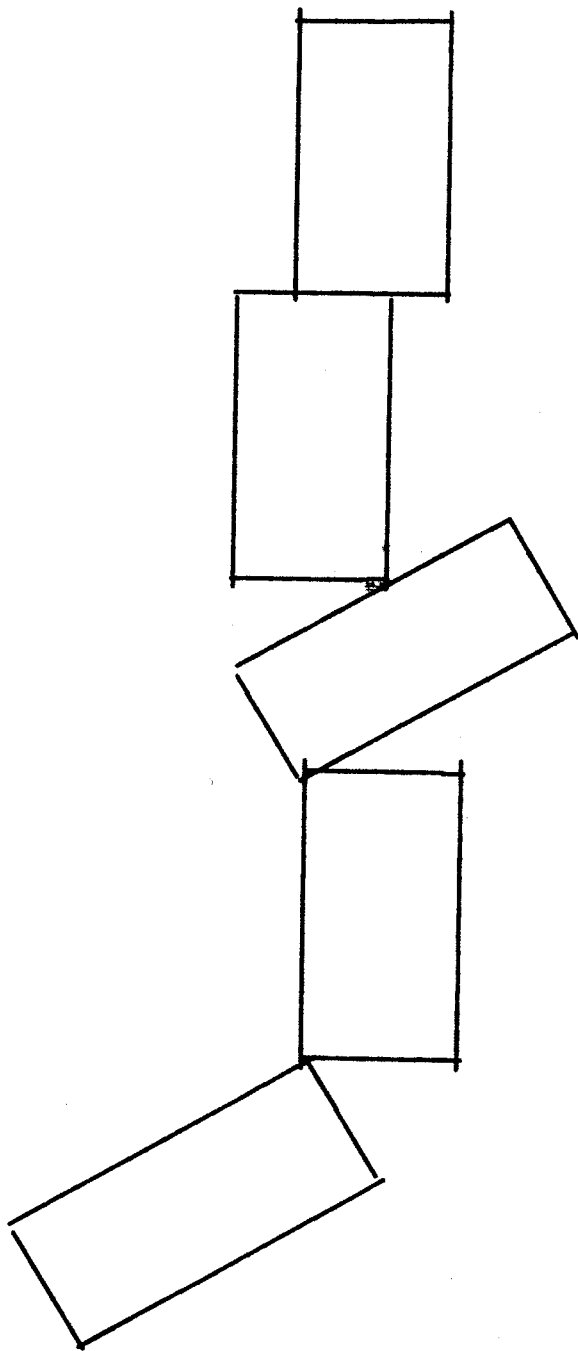
EXERCISE NO. 2      TWO-WAY COMMUNICATIONS

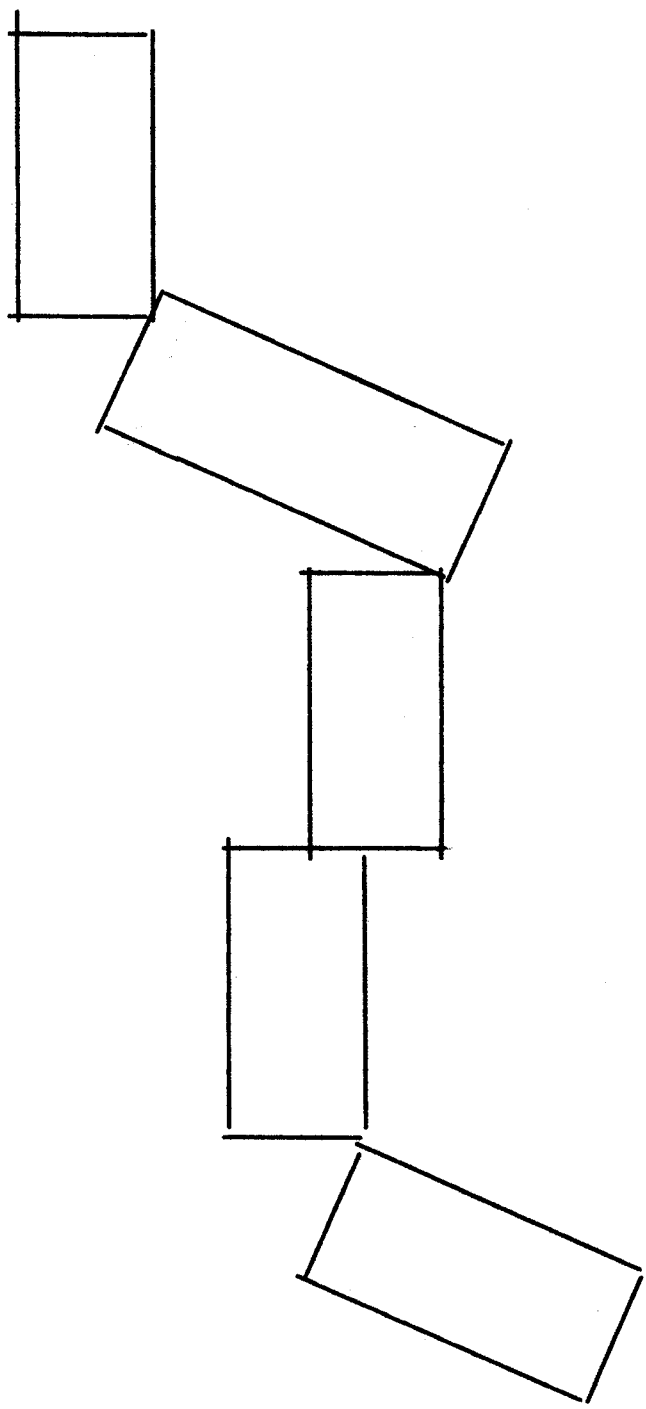
ENDING TIME      \_\_\_\_\_

BEGINNING TIME      \_\_\_\_\_

LAPSED TIME      \_\_\_\_\_ MIN.      SEC. \_\_\_\_\_

NUMBER GETTING      4 DRAWINGS CORRECT \_\_\_\_\_  
                                 3 DRAWINGS CORRECT \_\_\_\_\_  
                                 2 DRAWINGS CORRECT \_\_\_\_\_  
                                 1 DRAWING CORRECT \_\_\_\_\_  
                                 0 DRAWING CORRECT \_\_\_\_\_





## APPENDIX C

AGREE-DISAGREE STATEMENTS ON GROUPS: Have each member of your group complete the form on "agree and disagree statements." After five minutes divide your T-Group into two groups of equal size. The two groups are to arrive at a group decision on each statement. They may make minor alterations of the statement, if needed, to get total group agreement or disagreement. The trainer would record on the blackboard the results of both groups and discuss the process of arriving at a decision.

PURPOSE: To provide a decision-making experience and to stimulate discussion of the decision-making process.

DISCUSSION FOLLOWING EXERCISE: After the group decisions have been listed on the board, discuss how the decisions were made. Identify and list on the board the steps followed in arriving at a decision. Attempt to determine the emotional reactions to different methods of decision-making in the two groups. Discuss which methods were most successful in obtaining group commitment or support.

INTRODUCTION TO AGREE-DISAGREE EXERCISE: Inform the members of your group that they are to complete the form titled "Agree-Disagree Statements on Groups." Enter an "A" in the box if you agree, a "D" if you disagree. After about five minutes, or when most of the group have finished the assignment, divide them into two equal groups. Tell them, "You are to arrive at a group consensus on each of the statements. You may agree to agree or disagree with the statement." You may make minor changes, if needed, to get total agreement or disagreement." e.g.: eliminate the word "generally" in item #5. Indicate on your record sheet if it was necessary to change the

the statement. Without further directions tell them to begin. Allow about twenty minutes for the group to complete the task. When they have completed the task, list on the blackboard the group's decision on each statement. Discuss the methods utilized in decision-making, individual reactions to the method, and review the sequential steps in the decision-making process.



## AGREE-DISAGREE STATEMENTS ON GROUPS

KEY: "A" if you agree

"D" if you disagree

- ( ) 1. A primary concern of all leaders should be to establish an atmosphere where all feel free to express their opinions.
- ( ) 2. In a group with a strong leader an individual is able to achieve greater personal security than in a leaderless group.
- ( ) 3. There are often occasions when an individual who is a part of a working group should do what he thinks is right regardless of what the group has decided to do.
- ( ) 4. Members should be required to attend meetings for setting group goals and discussing group problems.
- ( ) 5. Generally there comes a time when democratic group methods must be abandoned in order to solve practical problems.
- ( ) 6. In the long run it is more important to use democratic methods than to achieve specific results by other means.
- ( ) 7. Sometimes it is necessary to move people in the direction you yourself think is right, even when they object.
- ( ) 8. It is sometimes necessary to ignore the feelings of others in order to reach a group decision.
- ( ) 9. When the leader is doing his best, one should not openly criticize or find fault with his conduct.
- ( ) 10. There would be more attentiveness in meetings if the leader would get quickly to the point and say what he wants the group to do.
- ( ) 11. Democracy has no place in a military organization, an air task force, or an infantry squad when actually in battle.
- ( ) 12. By the time the average person has reached maturity, it is almost impossible for him to increase his skill in group participation.
- ( ) 13. Attendance falls off when everybody in the group has to be considered before making decisions.
- ( ) 14. Committee membership doesn't dwindle when the chairman is careful to choose friends for committee members.

## APPENDIX D

FORCE FIELD ANALYSIS  
GOAL ANALYSIS WORK SHEET

1. Define the change goal precisely enough that action could be planned.
2. What is hindering movement toward this goal?
3. What is helping?
4. Which forces are
  - a) most important
  - b) most difficult to deal with; most controversial
  - c) most amenable to change.
5. What action is required to weaken hindering forces or eliminate them?  
 to strengthen helping forces?  
 to add new helping forces?

(Note: A "force" here can be people resources, attitudes, traditions, regulations, values, needs, desires, etc. Consider forces in me, in others, in the situation, in the school system, in the community, in the association.)

Current condition or situation:

Goal:

Helping or Driving Forces	Current Conditions or Situation	Hindering or Restraining Forces	Goal:

## APPENDIX E

# STATISTICAL AREA SUMMARY

Area _____	Title of Area	Evaluation	Divisor*	Total	Average**
Question:	Evaluation				
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
		Total			

\* Number of evaluations minus number marked "0."

\*\* Transfer to Graphic Summary

# STATISTICAL AREA SUMMARY

Area I	Title of Area															Evaluation	Divisor*	Total	Average**
Question:	Evaluation															Pre			
1	2	2	2	2	3	2	2	2	2	2	2	2	1	1	2		15	29	
2	2	1	2	2	2	3	1	3	2	2	1	3	2	1	2		15	29	
3	1	4	4	2	4	3	3	4	4	0	1	2	2	3	3		14	40	
4	3	3	1	1	3	2	2	2	1	3	1	1	2	1	1		15	27	
5	2	2	1	1	3	1	1	2	0	0	2	3	2	1	1		13	22	
6	1	1	1	0	2	1	0	2	0	2	0	2	1	2			11	17	
7	1	3	3	2	3	2	3	2	2	3	2	3	2	1	2		15	34	
8	2	3	2	2	2	2	2	2	2	3	2	1	1	1	1		15	28	
9	2	2	1	0	2	0	4	2	2	0	1	2	1	1	1		12	21	
10	3	3	2	2	4	1	1	3	4	2	2	2	2	3	2		15	36	
11	2	2	2	2	3	3	2	2	2	1	2	2	2	3	2		15	32	
12	3	4	3	2	4	3	2	2	2	3	3	2	3	3	2		15	41	
13	1	0	1	1	2	1	0	2	0	0	1	1	1	0	1		10	42	1.2
14	1	4	1	3	2	4	4	0	3	0	2	3	2	1	0		12	30	
15																			
16																			
	Total																192	398	2.07

\* Number of evaluations minus number marked "0."

\*\* Transfer to Graphic Summary

# STATISTICAL AREA SUMMARY

Area I	Title of Area General Organization																Evaluation	Divisor*	Total	Average**
Question:	Evaluation																Post			
1	3	2	2	1	2	1	2	2	1	2	2	2	2	2			15	29		
2	3	3	1	2	2	4	1	2	2	4	1	2	2	2	1		15	32		
3	3	3	2	3	3	3	1	2	2	1	3	2	3	4	1		15	38		
4	3	3	1	2	3	3	2	2	2	1	3	3	2	4	2		15	36		
5	3	2	1	2	0	2	2	1	1	1	4	2	2	2	2		14	27		
6	2	0	0	1	0	2	0	1	0	0	1	0	2	0	1		7	10		
7	3	2	3	3	0	2	0	0	0	2	2	2	2	1	3		11	25		
8	3	2	2	1	0	2	0	0	0	2	3	4	3	3	1		11	26		
9	2	2	1	1	2	2	1	0	1	0	2	2	0	2	1		12	19		
10	4	1	2	4	3	2	1	2	3	2	4	4	3	3	2		15	40		
11	2	1	3	2	4	2	2	1	3	2	3	3	2	1	2		15	33		
12	2	1	2	3	3	3	2	2	3	3	2	4	1	4	2		15	37		
13	3	0	0	0	1	1	0	0	0	1	3	2	0	3	1		8	14		
14	2	3	4	4	3	1	0	1	4	0	4	3	4	1	0		12	34		
15																				
16																				
	Total																180	400	2.22	

\* Number of evaluations minus number marked "0."

\*\* Transfer to Graphic Summary

# STATISTICAL AREA SUMMARY

Area <u>II</u>	Title of Area	Evaluation	Divisor*	Total	Average**
Question:	Evaluation	Pre			
1	2 2 2 1 2 1 3 1 2 1	2 2 2 2 2 2	15	27	
2	2 2 2 1 4 2 2 2 2 2	3 2 2 2 3	15	32	
3	2 2 1 1 2 1 2 1 3 3	3 1 2 2 2	15	28	
4	1 2 2 1 2 2 1 3 3 3	2 2 2 3 3	15	32	
5	0 1 1 1 2 0 3 2 3 1	2 1 2 3 2	13	24	
6	0 2 2 4 2 1 3 2 3 2	2 2 1 3 2	14	31	
7	0 1 2 4 2 1 0 0 3 2	1 2 1 2 1	12	22	
8	0 2 2 4 3 1 1 0 2 1	1 2 0 1 1	12	21	
9	1 2 2 3 3 2 1 3 3 2	2 3 2 2 4	15	35	
10	0 0 1 2 2 0 0 0 2 0	1 2 1 1 2	9	14	
11	2 1 2 0 1 1 3 2 3 3	1 2 1 2 3	14	27	
12	2 1 2 0 1 1 3 3 3 2	1 3 1 2 3	14	28	2.0
13	2 0 1 1 2 1 0 3 2 3	1 2 2 1 1	13	22	
14	0 2 1 0 1 1 1 2 2 1	1 2 2 2 2	13	20	
15	0 1 1 4 1 1 1 2 2 1	4 4 4 4 1	14	23	
16					
	Total		203	386	1.90

\* Number of evaluations minus number marked "0."

\*\* Transfer to Graphic Summary



# STATISTICAL AREA SUMMARY

Area <u>II</u>	Title of Area Current Activity Program															Evaluation	Divisor*	Total	Average**
Question:	Evaluation															Post			
1	3	2	2	2	2	2	2	3	2	3	1	2	2	2	2		15	32	
2	3	2	3	3	3	3	1	2	2	2	1	2	2	1	3		15	33	
3	3	2	3	3	2	2	3	2	3	3	1	3	2	1	3		15	36	
4	3	2	2	3	3	2	2	2	3	3	2	3	2	2	3		15	37	
5	2	2	1	3	3	3	2	1	2	3	1	3	2	2	3		15	33	
6	3	3	2	2	2	1	1	2	2	2	2	1	1	2	2		15	28	
7	2	2	3	2	1	1	0	1	1	1	1	0	1	1	2		13	19	
8	3	2	3	1	2	2	0	1	0	1	1	0	1	2	2		12	21	
9	3	2	4	2	2	3	0	1	3	1	3	3	2	1	3		14	33	
10	3	1	0	2	1	1	1	2	1	1	1	1	1	0	1		13	17	
11	2	1	1	2	2	2	1	2	2	2	2	3	3	2	1		15	28	
12	3	1	1	2	2	2	1	3	3	0	0	2	2	2	2		13	26	2.0
13	2	2	1	2	2	3	0	2	1	1	1	2	1	0	2		13	22	
14	2	1	3	2	1	3	1	3	1	0	0	3	2	1	2		13	23	
15	3	0	1	2	1	3	2	2	2	2	1	2	2	0	1		13	24	
16																			
	Total																209	412	1.99

\* Number of evaluations minus number marked "0."

\*\* Transfer to Graphic Summary

# STATISTICAL AREA SUMMARY

Area III	Title of Area															Evaluation	Divisor*	Total	Average**
Question:	Evaluation															Pre			
1	3	1	1	2	3	2	3	0	4	1	2	2	3	2	3		14	32	
2	2	0	1	2	2	3	3	3	4	2	3	2	2	2	3		14	34	
3	3	2	2	4	3	2	2	4	4	1	4	2	2	3	3		15	41	
4	1	1	2	3	3	3	3	4	4	4	2	2	3	4	4		15	43	
5	2	1	1	3	3	2	2	2	4	2	1	2	2	2	1		15	30	2.0
6	2	2	2	3	4	3	1	4	4	4	3	1	4	2	2		15	41	
7	2	2	3	2	4	2	3	4	4	3	1	2	1	3	4		15	40	
8	2	3	3	4	4	3	2	4	4	2	1	2	3	3	4		15	44	
9	1	2	1	2	3	3	2	1	4	2	1	2	3	1	3		15	31	
10	1	1	2	1	3	2	1	1	2	0	3	2	2	2	1		14	24	
11	1	2	2	2	3	1	2	1	2	2	3	2	1	2	3		15	29	
12	2	1	1	2	3	1	2	1	2	2	2	3	2	1	2		15	27	
13	0	0	1	1	3	1	3	1	3	3	2	2	2	2	2		13	26	2.0
14	0	1	1	2	4	3	2	0	2	2	1	2	2	2	2		13	26	
15	0	1	2	2	4	2	2	1	2	3	3	3	2	2	2		14	31	
16																			
	Total															217	499	2.29	

\* Number of evaluations minus number marked "0."

\*\* Transfer to Graphic Summary

# STATISTICAL AREA SUMMARY

Area III	Title of Area Evaluation															Divisor*	Total	Average**
Question:	Student Govt. Participation																	
	Evaluation																	
	Post																	
1	4	3	3	2	3	3	0	4	1	2	2	3	4	2	0	13	36	
2	1	1	2	2	3	3	1	3	1	2	1	2	3	1	2	15	28	
3	3	4	3	2	3	2	1	4	3	2	4	4	3	3	2	15	43	
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5	4	3	2	2	3	4	4	2	2	2	2	3	1	3	2	15	39	
6	3	4	4	3	3	4	4	4	3	3	3	0	4	4	3	14	49	
7	4	4	2	3	4	4	4	4	2	3	2	4	4	1	3	15	48	3.
8	4	3	3	3	3	4	4	3	3	3	4	4	4	1	2	15	48	3.
9	2	4	3	3	3	2	4	2	1	2	4	4	2	2	2	15	40	
10	3	4	3	2	2	2	1	2	2	2	3	2	3	3	1	15	35	
11	3	3	2	2	2	3	0	2	1	3	2	3	2	3	1	14	32	
12	1	3	3	2	3	1	0	1	1	1	1	1	1	0	0	12	19	
13	1	3	2	2	3	3	0	3	1	1	1	4	2	1	1	14	28	2.
14	2	4	2	2	4	3	0	3	2	1	1	2	1	0	1	13	28	
15	2	4	3	2	4	2	0	3	2	2	4	3	1	2	1	14	35	
16																		
	Total															214	558	2.6

\* Number of evaluations minus number marked "0."

\*\* Transfer to Graphic Summary

# STATISTICAL ARE SUMMARY

Area IV	Title of Area															Evaluation	Divisor*	Total	Average**
Question:	Evaluation															Pre			
1	1	1	1	4	2	1	2	0	4	0	2	2	1	1	2		13	24	
2	2	2	1	4	3	0	2	1	3	2	1	2	1	2	3		14	29	2.
3	0	0	1	1	2	0	3	1	2	1	2	1	1	2	1		12	18	
4	2	3	1	2	2	0	2	0	2	1	2	2	1	2	2		13	24	
5	2	1	1	3	3	1	1	0	2	3	1	2	1	2	2		14	25	
6	0	0	0	0	2	1	2	0	2	1	0	1	1	0	1		8	11	
7	0	0	0	2	2	1	3	2	2	2	1	1	1	0	2		11	19	
8	0	1	0	2	3	1	2	1	3	1	1	1	1	0	2		12	19	
9	0	0	0	1	2	1	1	2	2	0	1	1	1	2	3		11	17	
10	2	3	1	3	2	1	3	0	3	2	3	1	2	2	3		14	31	
11	2	4	2	2	2	2	2	4	2	3	3	3	2	2	4		15	39	
12	1	3	1	1	2	1	3	3	3	1	1	1	1	3	4		15	29	
13	0	2	1	1	3	1	1	0	4	4	2	2	1	2	2		13	26	2.
14																			
15																			
16																			
	Total																165	311	1.88

\* Number of evaluations minus number marked "0."

\*\* Transfer to Graphic Summary

# STATISTICAL AREA SUMMARY

Area IV	Title of Area School Sponsored Assemblies														Evaluation	Divisor*	Total	Average**
Question:	Evaluation														Post			
1	0	0	4	2	0	2	3	3	1	3	1	1	0	0	0	9	20	
2	2	2	4	3	0	2	2	3	1	3	2	2	3	0	1	13	30	
3	2	1	4	2	2	3	2	3	2	1	2	3	1	2	0	14	31	
4	1	0	2	3	3	3	2	2	2	1	2	3	1	1	0	13	26	2.
5	2	3	2	1	2	1	1	3	1	1	2	4	1	1	0	14	25	
6	0	1	1	1	2	1	3	1	1	1	2	0	2	0	0	11	16	
7	0	0	3	1	0	1	0	2	2	2	2	0	1	2	1	10	17	
8	3	1	2	1	1	1	0	2	0	1	2	1	1	2	0	12	18	
9	4	1	3	1	1	2	2	0	1	1	2	0	3	2	0	12	23	
10	4	2	4	2	3	3	4	2	3	3	1	2	3	1	1	15	38	2.
11	4	3	3	3	3	4	4	4	3	2	3	4	4	2	3	15	49	3.
12	2	3	3	3	0	2	0	0	1	2	2	3	0	3	1	11	25	
13	3	4	4	3	2	3	4	3	2	2	2	2	2	2	0	14	38	
14																		
15																		
16																		
	Total															163	356	2.18

\* Number of evaluations minus number marked "0."

\*\* Transfer to Graphic Summary

# STATISTICAL AREA SUMMARY

Area <u>V</u>	Title of Area														Evaluation	Divisor*	Total	Average**	
Question:	Evaluation														Pre				
1	2	2	0	2	1	1	1	1	1	4	2	2	3	1	2	1	14	25	
2	3	2	2	2	3	2	2	3	1	2	3	2	2	1	3		15	33	2.
3	1	1	2	1	3	0	2	0	2	3	1	2	1	1	2		13	22	
4	2	1	1	2	3	2	3	3	2	4	3	2	1	2	3		15	34	2.
5	1	1	0	1	3	2	2	1	2	2	1	2	1	2	2		14	23	
6	2	3	1	1	3	3	2	2	2	2	3	2	1	2	3		15	32	2.
7	1	3	1	2	4	3	2	3	2	1	3	4	2	3	3		15	37	2.
8	0	0	2	2	3	2	1	3	3	2	1	2	1	2	3		13	27	2.
9	0	1	1	2	4	1	3	2	3	2	2	2	1	2	2		14	28	2.0
10	2	2	1	1	3	0	2	3	2	2	2	2	1	2	2		14	27	
11	2	0	3	2	2	3	2	2	2	3	3	2	2	3	2		14	33	2.
12	2	4	3	3	3	3	1	2	2	4	3	2	2	3	3		15	40	2.
13	3	3	1	2	2	3	2	1	2	2	2	2	2	3	3		15	33	2.
14																			
15																			
16																			
	Total														186	394	2.11		

\* Number of evaluations minus number marked "0."

\*\* Transfer to Graphic Summary

# STATISTICAL AREA SUMMARY

Area <u>v</u>	Title of Area Social Activities															Evaluation	Divisor*	Total	Average**
Question:	Evaluation															Post			
1	1	1	4	1	2	2	4	2	0	1	2	1	2	2	3		14	28	2.0
2	1	2	3	2	2	3	0	1	2	3	2	1	2	3	1		14	28	2.0
3	2	1	2	2	1	3	3	3	1	2	1	2	1	1	2		15	27	
4	3	3	3	3	3	4	4	3	3	3	2	3	3	3	2		15	45	3.0
5	1	0	4	3	2	3	3	1	1	1	1	0	3	3	0		12	26	2.
6	4	3	4	3	3	2	2	2	2	2	1	2	3	3	0		14	36	
7	4	2	2	3	3	2	3	3	2	1	4	3	3	0	3		14	38	
8	3	2	3	3	3	3	3	3	2	2	2	4	4	3	2		15	42	2.
9	2	1	3	2	1	2	1	2	2	1	1	2	3	0	2		14	25	
10	3	1	3	2	0	2	0	1	1	1	1	2	2	3	1		13	23	
11	1	3	3	2	2	3	2	3	2	3	2	3	1	2	2		15	34	2.
12	2	3	2	3	3	4	1	3	2	3	2	2	2	2	2		15	36	2.
13	2	2	3	3	2	2	3	3	2	3	2	3	4	2	2		15	38	2.
14																			
15																			
16																			
	Total																185	426	2.3

\* Number of evaluations minus number marked "0."

\*\* Transfer to Graphic Summary

# STATISTICAL AREA SUMMARY

Area <u>VI</u>	Title of Area																Evaluation	Divisor*	Total	Average**
Question:	Evaluation																Pre			
1	2	2	0	1	3	3	3	3	2	1	2	2	1	1	2		14	28	2.0	
2	1	1	1	1	2	3	2	2	2	2	1	2	2	1	2		15	25		
3	2	2	1	1	2	2	2	1	3	3	1	2	1	2	0		14	25		
4	2	0	3	2	3	2	1	4	2	2	3	2	2	3	4		14	35		
5	2	1	1	2	4	2	3	1	2	1	1	3	1	2	3		15	29		
6	2	1	1	2	3	2	3	2	2	2	3	2	1	2	3		15	31	2.	
7	2	1	1	2	2	1	2	1	2	2	3	2	1	1	2		15	26		
8	1	0	0	2	1	1	2	0	3	2	1	2	1	2	1		12	19	1.	
9	1	0	0	1	2	0	2	1	2	1	1	2	0	2	2		11	17	1.	
10	1	1	3	1	2	1	1	2	3	1	1	2	1	2	2		15	24	1.	
11	2	0	2	1	1	0	2	2	2	1	2	3	0	2	2		12	22	1.	
12	1	2	3	2	2	3	1	4	3	2	2	2	1	3	3		15	34	2.	
13	0	2	1	2	1	2	1	2	4	2	1	3	1	2	3		14	27	1.	
14																				
15																				
16																				
	Total																181	342	1.889	

\* Number of evaluations minus number marked "0."

\*\* Transfer to Graphic Summary



# STATISTICAL AREA SUMMARY

Area VI	Title of Area School Clubs														Evaluation	Divisor*	Total	Average**
Question:	Evaluation														Post			
1	2	2	3	2	2	3	3	3	1	2	3	2	3	3	0	14	34	2.
2	1	2	3	2	3	1	1	2	0	1	2	3	1	2	2	14	26	1.
3	2	3	3	2	1	2	1	1	2	1	1	2	1	3	2	15	27	1.
4	0	3	4	2	1	1	3	3	3	3	2	3	3	3	2	14	36	2.
5	3	4	4	1	3	3	2	2	2	3	4	3	4	3	1	15	42	2.
6	3	3	3	3	2	3	0	3	2	3	2	2	2	3	2	14	36	2.
7	2	3	3	3	2	3	0	2	1	1	2	1	2	0	1	13	27	2.
8	1	0	4	1	3	2	0	1	0	1	1	2	1	2	0	11	19	1.
9	0	1	3	2	1	3	0	0	1	2	1	0	2	0	1	10	17	1.
10	3	2	3	2	2	4	0	3	1	2	1	4	2	3	2	14	34	2.
11	1	2	2	1	1	3	1	0	2	2	1	3	1	2	0	13	22	1.
12	3	3	2	2	3	4	0	3	2	3	2	4	2	4	3	14	40	2.
13	2	2	2	2	2	2	0	0	2	3	2	3	2	2	1	13	27	2.
14																		
15																		
16																		
	Total															174	387	2.22

\* Number of evaluations minus number marked "0."

\*\* Transfer to Graphic Summary

# STATISTICAL AREA SUMMARY

Area VII	Title of Area Evaluation Finance & Funding of St. Programs															Divisor*	Total	Average**
Question:	Evaluation										Pre							
1	4	3	3	3	3	1	2	0	2	2	4	2	3	0	2	13	34	2.
2	3	3	3	3	4	2	4	4	3	4	4	4	4	4	0	14	47	3.
3	3	4	4	1	3	2	0	3	2	3	3	3	4	1	1	14	37	2.
4	1	3	3	2	2	3	1	4	1	2	2	2	2	0	1	14	29	2.
5	2	4	3	3	3	2	0	3	2	4	3	1	4	3	1	14	38	2.
6	3	3	3	2	2	1	1	3	1	3	2	2	2	3	0	14	31	2.
7	2	3	2	3	0	3	0	1	0	2	1	2	3	3	0	11	25	2.
8	3	4	2	4	3	3	1	3	0	1	2	2	2	2	2	14	34	2.
9	2	2	3	3	4	3	2	3	1	3	4	3	4	2	2	15	41	2.
10	3	1	4	3	0	2	1	2	2	1	2	2	4	2	0	13	29	2.1
11	1	4	3	2	3	2	2	3	2	2	2	1	2	2	2	15	33	2.
12	2	3	3	3	1	4	1	0	0	3	2	2	1	3	0	12	28	2.
13	1	3	3	2	3	3	0	1	1	3	1	0	1	1	2	13	25	1.
14																		
15																		
16																		
	Total															176	431	2.448

\* Number of evaluations minus number marked "0."

\*\* Transfer to Graphic Summary

# STATISTICAL AREA SUMMARY

Area VII	Title of Area														Evaluation	Divisor*	Total	Average**
Question:	Evaluation										Post							
1	1	3	2	3	3	3	1	4	2	3	2	1	2	2	3	15	35	2.
2	2	3	3	2	3	2	2	3	2	2	2	2	4	3	2	15	38	2.
3	2	2	2	2	4	1	1	4	0	3	3	2	2	2	3	14	33	2.
4	2	2	2	1	4	1	1	1	2	2	2	2	3	1	2	15	28	1.
5	1	3	2	3	3	1	2	4	2	1	3	2	3	2	3	15	35	2.
6	2	2	2	2	4	1	2	3	3	2	3	2	2	2	3	15	35	2.
7	3	1	0	2	3	1	3	3	2	1	1	3	3	1	2	14	29	2.
8	2	2	2	3	2	1	2	3	2	2	4	2	4	2	3	15	36	2.
9	1	1	2	4	2	2	1	4	2	2	3	3	2	2	4	15	35	2.
10	1	3	0	2	3	1	1	2	2	1	2	2	3	2	2	14	27	1.
11	1	1	2	2	3	2	2	3	3	2	2	1	1	3	3	15	31	2.
12	2	1	1	2	3	3	2	3	2	2	1	2	2	1	3	15	30	2.0
13	1	0	2	2	3	1	1	3	3	1	2	2	1	2	3	14	27	1.
14																		
15																		
16																		
	Total														191	419	2.19	

\* Number of evaluations minus number marked "0."

\*\* Transfer to Graphic Summary

## APPENDIX F

